



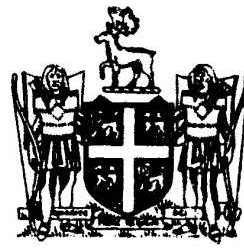
GOVERNMENT
OF
NEWFOUNDLAND
AND
LABRADOR

COURSE DESCRIPTION

WITHDRAWN

LITERARY HERITAGE 2201

DEPARTMENT OF EDUCATION
Division of Instruction
Authorized by the Minister



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION



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ST. JOHN'S, NF.LD.
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INTRODUCTION

The various literature courses serve to develop objectives associated with the "Heritage Studies" and the "Personal Development" sub-divisions of "Category C" objectives.

Category C (2) "Heritage Studies"

Literary Heritage	2201	(Core)
Literary Heritage	3201	(Core)
Canadian Literature	2204	(Optional)
Folk Literature	3203	(Under Consideration)

Category C (4) "Personal Development"

Thematic Literature	1200	(Core)
Thematic Literature	3201	(Core)

Each course is a two-credit course and requires 110-120 hours of instruction a year.

Students are required to study (from core courses) one Thematic Literature course and one Literary Heritage course. Students can meet this minimum requirement by taking the literature courses during any two of the three years.

LITERATURE - A DEFINITION

Literature is language used imaginatively and artistically. It communicates ideas and feelings. It expresses perceptions, interpretations, and visions of human experience through such forms as the short story, the poem, the novel, the essay, the play. It exists in all cultures. It appears in written, oral, and enacted forms.

STATEMENT OF PURPOSE

Literary Heritage 2201 serves to introduce students to "significant" works of their literary heritage that can provide reading pleasure and enjoyment for life enrichment and fulfillment. At the same time, the course serves to help students:

- i) to appreciate and to be sensitive to the cultural, aesthetic, moral, and spiritual values that have shaped society,
- ii) to become aware of the power of imaginative and forceful language,
- iii) to be exposed to a font of profound and lasting works of written and oral tradition, and
- iv) to see how literature reflects different and changing cultural values, historical change, linguistic change, changing writing styles and forms, literary references and allusions.

In addition to the above purposes, Literary Heritage 2201 focuses on the "General Objectives for the Study of Literature" that are common to all literature courses. These objectives are listed on the next page.

GENERAL OBJECTIVES FOR THE STUDY OF LITERATURE

- I. To have students experience literature in written, oral, and enacted forms, from within their provincial, national, and world culture, for pleasure and enjoyment.
- II. To help students respond to literature in any form, from any culture, in a variety of ways - emotionally, reflectively, creatively - and to share their experiences with others.
 - A. To respond emotionally to the characters and events, the ideas and feelings, and the language in the world of a work of literature.
 - B. To respond reflectively to a work of literature in a variety of ways:
 - (i) by understanding a work through its language and structure - the literal and figurative meanings of words and sentences in their contexts; and the ways such elements as images, scenes, characters, and the ideas they embody work together to produce emotional effects and convey meaning;
 - (ii) by understanding a work through its relationship to the self;
 - (iii) by understanding a work through its relationship to the world - to their own and other cultures, to other works of literature, to other forms of art, and to other preceiving experience; and
 - (iv) by evaluating critically a work of literature in terms of reflecting upon its language and structure, its relationship to the self, and its relationship to the world.
 - C. To respond creatively and imaginatively - by recreating a work of literature through imitation or transformation in any form of medium - by enacting a work of literature through oral and dramatic interpretation.
 - D. To share their emotional, reflective, and creative responses with others.
- III. To help students value literature because:
 - A. It gives personal pleasure and enjoyment.
 - B. It develops self-understanding and personal values.
 - C. It is one of the great art forms of a culture.
 - D. It gives a culture stature and stability.

LITERARY HERITAGE 2201 AND CATEGORY B OBJECTIVES

1. Emotional Maturity - Literature provides many opportunities for students to respond emotionally to the characters and events, the ideas and feelings, and the language used. Such responses can also cause students to consider their own emotions and move them towards greater sensitivity and towards the ability to encompass in language a wider range of feelings.
2. Use of Leisure Time - Literature teaching involves infusing students with a desire to read widely and indiscriminately under their own direction and for their own purposes, pleasure, and enjoyment.
3. Appreciation for the Work of Others - Literature is one of the great art forms of a culture. Students are taught ways of understanding and appreciating a literary work and are taught to evaluate critically a work of literature in terms of reflecting upon its language and structure, its relationship to the self, and its relationship to the world.
4. Fundamental Skills - Literature study focuses on both reading and writing. Study skills, research skills, appropriateness of language, and the role of language in communicating and in learning are also fundamental skills which the student must acquire.
5. Christian Principles and Moral Values - Indirectly, and to the extent that the selection of materials focuses on themes such as life and death, and religion; and to the extent that the literary selections portray and examine spiritual and moral values; and to the extent that the selections portray and examine terms of the plausibility of characters' motivations do the various literature courses contribute to the awareness of Christian principles and moral values.
6. Intellectual Maturity and Critical Thinking - Practice in creative, logical, and critical thinking and the general nurturing of the cognitive skills of productive thinking are integral to language and literature courses, and generally operate when students are involved in the acts of comparing, summarizing, observing, classifying, analyzing, interpreting, criticizing, reasoning, looking for assumptions, collecting and organizing data, hypothesizing, applying facts and principles in new situations, making decisions and design-projects or investigations.

COURSE CONTENT

1. Poetry - A minimum of twenty-five poems for indepth study is recommended. Other poems should be assigned for intensive reading. The teacher is requested to select carefully from at least four of the eight periods: "Medieval", "The Elizabethans", "Seventeenth Century", "Eighteenth Century", "The Romantics", "The Victorians", "Poets of the Turn of the Century" and "Twentieth Century Poets".
2. The Literary Essay - A minimum of fifteen essays should be selected for indepth study. Other essays should be selected so as to cover the range of general essay characteristics. In addition, the literary essays selected should be examined (as somewhat of a review for the genre) in terms of a chronological study.
3. Short Story - A minimum of ten short stories should be selected for indepth study. Other short stories should be assigned for extensive reading. The short stories should be selected so as to cover the characteristics of the short story.
4. Drama - A minimum of four short plays and one Shakespearean play should be selected for indepth study. The authorized plays take the following organization: Greek Theatre, Medieval Theatre, Renaissance Theatre (Shakespeare), and Twentieth Century. Plays from each of the four periods should be studied.
5. Novel - A minimum of two novels should be selected for indepth study - one from Section A (novels up to the twentieth century and one from Section B (twentieth century novels).
6. Writing - a minimum of five "significant" pieces of multi-paragraph writing is required. This writing is in addition to the writing involved in the regular answering of short literature questions and to the writing of unit or term tests. The writing could be of various types - such as, creative writing in response to a genre of theme studied, research work, major comparisons, detailed character sketches.
7. Mythology - Mythology is an optional enrichment unit. Particularly relevant in providing support for the concepts emphasized in the various literary genre would be selections about "The Classical Tradition", "The Medieval Tradition", and "Heroic Literature in Modern Society".

TEXT MATERIALS

- Poetry - An Anthology of Verse by Roberta A. Charlesworth
Oxford University Press
- Drama - Twelfth Night - Academic Press
- or - Julius Caesar - Academic Press
- Short Plays: Searchlight Package
Book Society
- Novels - Section A: Robinson Crusoe by Defoe
(one) Oliver Twist by Dickens
The Woodlanders by Hardy
- Section B: The Old Man and The Sea by Hemingway
(one) Animal Farm, by Orwell
The Red Feathers by Robertss
The Cruel Sea by Monsarat - School Supplies
- Mythology - (optional - and available on class set basis)
Myth and Meaning by Head and MacLean
- Prose - Literary Essays and Short Stories by D. W. S. Ryan and
T. Rossiter will not be available for 1981 - 82

The following recommendations are made for prose study:

- (a) The Open Window: Essays and Stories by Langford and Daniel, Longman Canada Ltd. (to be purchased on a per student basis)
- (b) Writers' Workshop by Ford and Meeson, Book Society (at present, this text is available on a class set basis in grade eleven. Schools offering Literary Heritage 2201 are urged to borrow - for the period of time needed - these sets from grade eleven. The essays and stories in this text can be used to supplement The Open Window).

PHILOSOPHY OF INSTRUCTION

Teachers can use several proven methods in presenting the material for study.

1. Actively engage students in listening, speaking, oral presentation and interpretation, choral work, acting, viewing, related media projects, reading, writing, creating, and special projects. Encourage group work, dynamic student participation, and much interaction between teacher and students, and between student and student.
2. Provide indepth and intensive teaching for the minimum program requirements. Encourage extensive related reading and thus lead students from intensive, teacher-directed study to extensive independent study and reading. In so doing, direct students in their search for meaning, to become increasingly skilled and independent in asking and answering their own questions about a literary work.
3. Teach students to understand such structural components as the following, when they are pertinent (and perhaps dominate) in a literary work: character, conflict, tone, point of view, setting, levels of meaning, word usage, characteristics of form. Note also the ways such elements or components, and the ideas they embody, work together to produce emotional effects and to convey meaning.
4. For the requirement of five "significant" pieces of multi-paragraph writing, teachers are urged to follow the writing process model and the instructional strategies as outlined in the Language 1101 Course Description.
5. Surround students with a positive attitude and atmosphere.
6. To emphasize the "literary heritage" perspective, teachers need to assist students to relate literary works in a mature way to the society that produced the words; and to assist students to see how literature reflects life, and how it reflects cultural, moral, aesthetic, and spiritual values. This developing of a sense of literary heritage and perspective means focusing on some familiar works from Newfoundland, Canadian, British, American and other selected literature as well as some current literature.

Evaluation techniques should relate to learning objectives, teaching emphasis, and should indicate student achievement and program effectiveness. (Note the "Objectives" for the study of literature as stated earlier).

Clearly, the experience of literature is vital and thus the development of a positive student attitude and response is a central aim. This aim requires that students actively engage in listening, speaking, viewing, acting, reading, and writing activities. Some of these activities should be observed, recorded, and evaluated in a variety of ways. The following are some activities that can be evaluated:

- dramatizing scenes from literature;
- reading and taping scenes from literature;
- interpreting orally stories, poems, plays and essays;
- sustained silent reading in class;
- completing extensive reading at home;
- small group discussions and oral presentations through which students explore literature;
- compiling personal anthologies;
- rewriting literature in contemporary language and/or styles;
- comparing themes in literature;
- listening to short stories, poems, plays and essays;
- writing notes on characters and themes;
- writing poems, stories, dialogue, and essays;
- engaging in particular projects;
- illustrating literature with artwork and music;
- student initiated work.

Assessment strategies for the above activities may include some simple constructed measuring instruments such as checklists, inventories, questionnaires, and rating scales. What is important, however, is that teachers as well as students must understand both the criteria and the methods used to evaluate student activities. In many cases, students can help in constructing the assessment strategies.

The use of standard questions on such points as plot, character, theme, setting, structure of the work; and the ways images, scenes, characters, and the ideas they embody work together to produce emotional effects and convey meanings can also be evaluated. Questions on such points can apply to works studied and to "unseen" passages.

In addition to working with the structural components of literature, students should be encouraged to relate the emotions of love, hate, joy, triumph, and guilt as these abound in literature, and in their own lives, and are important elements in the growth of the students' appreciation of literature. In short, students should be allowed (encouraged and rewarded) to relate their own experiences to literature.

It is important, too, to evaluate the students' ability to ask (as well as answer) their own questions. Both the range and the specificity of students' questions should show improvement through the course. Here, teachers can save students' questions at the beginning of the year to compare with their questions later and thus be able to assess students' growth and development. Assessment can be made through activities such as the following:

- Read the following poem (or story) in class. In fifteen minutes, write two questions that will help you talk about the poem - questions that cannot be answered in just a few words - and write answers to your two questions.
- Read the following selection and write one good discussion question about it. In twenty minutes, write a complete answer to your question.
- Read the following selection and write three questions you would ask to find out how well somebody understood it.

Finally, evaluation should be an open process - as open as possible - between teacher and students. Students, too, should be encouraged to trace their own progress. The following suggestions may help to open this process:

- Both teacher and students keep a log book to record the students' progress.
- The teacher makes clear his expectations to the students.
- The teacher provides opportunities for students to evaluate their own work.
- The students write personal evaluations, tracing their growth over a period of time.
- The teacher and the student meet to discuss the student's development.
- The teacher keeps a record of students' participation in class by observing small groups, individual students, and noting all activities.
- The students maintain a folder for a collection of their best works.

DATE DUE

OCT 2 1982

JAN 27 1983

MAR 26 1983

JUN 18 1983

DEC 16 1983

FEB 28 1984

AUG 14 1984

MAY 2 1985

SEP 13 1985

MAR 17 1986

MAR 20 1986

OCT 23 1987

MAR 28 1988

FEB - 4 1990

FEB 7 1990

JUL 08 1991

SEP 27 1991

AUG 28 1993

